

## LESSON

## 13

## TEACHER'S GUIDE

# Pronoun Case with Compound Objects and Subjects

## STUDENT OBJECTIVES

- Identify and correct pronoun errors in compound objects and subjects
- Use pronoun case correctly with compound objects and subjects

## RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary** p. 113
- **Practice Worksheets** Levels A and B, pp. 115–116
- **Reteaching Worksheet** p. 117

## Teach

1. **Pronoun Case / Compound Objects and Subjects:** To make sure students understand different types of compound construction, call on volunteers to develop sentences that illustrate the following types. Point out any pronoun use, and whether the type of pronoun is **subject case** (I, you, he, she, we, they) or **object case** (me, you, him, her, us, them).

- a compound sentence (*Sample: We had a picnic Tuesday, **but** she and John were away.*)
- a compound subject (*Sample: You and I brought the food*)
- a compound object (*Sample: We had invited John and them.*)

2. **Teaching Pronoun Case with Compound Objects and Subjects:** Distribute the **Lesson Summary** Go over the **Academic Vocabulary** box.

- Have students review the personal pronoun chart in **Step 1**. Ask volunteers to use a few of the pronouns in sentences as subjects and objects.
- With students, develop other examples that illustrate the helpfulness of screening out one noun or pronoun in a **compound subject** or **compound object** in order to decide which pronoun is needed. Write one example compound subject on the board:

**EXAMPLE** Danielle and (I, me) like to read history books.

- Call on a volunteer to cross off the first part of the compound subject (*Danielle and*) and then tell which pronoun to use. (*I*)
- Tell students that an object pronoun is always required after prepositions such as *between*. And that the commonly heard phrase “between you and I” is **not** correct. Illustrate with a sentence such as:

**EXAMPLE** There is a close bond between my dog Freckles and me.

- Go over the examples in **Step 4**. Point out that, while pronouns in compound subjects may cause little difficulty, compound constructions after linking verbs can be tricky. Warn students not to rely on what sounds right.

## PRONOUN CASE WITH COMPOUND OBJECTS AND SUBJECTS, CONTINUED

**3. Guided Practice:** Write each of the sentences below on the board. Then do the following activities.

- In each sentence have a student volunteer circle the pronouns.
- Have another volunteer use the screening (or crossing off) process to tell whether the pronoun is subject or object.
- Then have a third volunteer explain what is wrong with the sentence and correct it.

### EXAMPLES

Vernon and me made several trips to the library. The students who gave the history report were Juan and me. Soccer has always appealed to Shannon and I.

*(The pronoun me is an object pronoun, but a subject pronoun is required: "Vernon and I made several trips to the library." Me is an object pronoun, but a subject pronoun is required after the linking verb were: "The students who gave the history report were Juan and I." I is a subject pronoun, but an object pronoun is required for the compound object of the preposition to: "Soccer has always appealed to Shannon and me.")*

**QUICK CHECK.** Have students each write their own sentence with *both* a *compound subject* and a *compound direct or indirect object*. Tell them to be sure the sentence includes a pronoun in *either* the subject or the object. (Sample: *Our mothers and we brought ladders and paint to building site.*)

## Practice and Apply

Activities involving Pronoun-Noun Appositives appear on pp. 115–116.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level or above-level students.

### Answer Key: Practice Worksheet A

1. *me*    2. *she*    3. *I*    4. *me*    5. *I*    6. *her*    7. *us*    8. *She*  
9. *me*    10. *me*

### Answer Key: Practice Worksheet B

1. *I*    2. *she*    3. *I; she; I*    4. *me*    5. *we*

**6–10.** *Mark and I have recently started researching the childhood friends of famous people. Last week, our friends and we discussed a story about the architect Frank Lloyd Wright. One day, Wright's classmates and he noticed a group of bullies across the street. These kids had pulled crutches away from a boy who had polio. Frank and they stood up to the bullies, and the bullies backed off. After that, Frank and the boy, whose name was Robie Lamp, became good friends. Full of ideas, Frank and he often drew sketches of their inventions. The two of them spurred each other to be creative.*

PRONOUN CASE WITH COMPOUND OBJECTS AND SUBJECTS,  
CONTINUED

### Assess and Reteach

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Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least nine items correctly.
- **Practice Worksheet B:** Students should answer at least four out of items 1–5 correctly and should correct at least 4 errors in items 6–10.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the examples, and relate them to the definitions. Brainstorm one or two new examples with students. Then have them complete the **Reteaching Worksheet** p. 117.

1. I    2. she; I    3. me    4. him    5. me    6. he    7. him    8. I